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ABSTRACT

In this teaching activity, students track and present information about specific regions in the world on a bi-weekly basis. Emphasis is placed on the five themes of geography to develop a working knowledge of assigned regions. Students use Microsoft Publisher and PowerPoint to create presentations. The activity packet contains several documents linked to the Geo Events Web site. They focus on the GeoEvents approach to teaching geography, current events, collaboration, critical thinking, presentation and computing skills. The documents are: title page; PowerPoint presentation; original Web site for concept from Trackstar Web pages; original student handout for assignment; official and current Web site pages; sample grading rubric; Rubistar Web site front page from creating grading rubrics online from http://rubistar.4teachers.org; The five themes of geography from www.national geographic.com; five themes of geography quiz; latitude and longitude practice from www.hammondmap.com; latitude and longitude distance calculation from http://jan.ucc.nau.edu/~cvm/latlongdist.php; and front page of Web site for e-pals from www.gaggle.net. (BT)

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ED 474 889

Geo Events

Created by:

Michael W. Turturice
Stephen Rothkopf

Overview: Students will track and present information about specific regions in the world on a bi-weekly basis. Emphasis is placed on the 5 themes of geography to develop a working knowledge of assigned regions. Students will use MS Publisher and MS Power Point to present to their classmates.

March 12 – 13, 2002

The Geo Events' Web Site

http://www.tuhsd.k12.az.us/pv/geoevents

SO 034 146

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Geo Events

The pages in this folder contain several documents linked from or part of the GeoEvents approach to teaching geography, current events, collaboration, critical thinking, presentation and computing skills, all of which have been presented at 3 conferences within the 2001-2002 school year. In order the documents are:

- Title Page
- PowerPoint Presentation
- Original website for concept from Trackstar webpages
- Original student handout for assignment
- Official and current website pages
- Sample grading rubric
- Rubistar website front page for creating grading rubrics online from http://rubistar.4teachers.org
- The Five Themes of Geography from www.nationalgeographic.com
- Five Themes of Geography Quiz
- Latitude and Longitude Practice from www.hammondmap.com
- Latitude and Longitude Distance Calculation from http://jan.ucc.nau.edu/~cvm/latlongdist.php
- Front page of website for e-pals from www.gaggle.net

Geo Events

Geo Events

Created by:

Michael Turturice – *Social Studies and Intel Master Teacher for McClintock High School*

Stephen Rothkopf – *Instructional Tech Trainer and Teacher Consultant, Arizona Geographic Alliance and Tempe Union High School District*

Geo Events

- **Overview**: Students will track and present information about specific regions in the world on a bi-weekly basis.
- **Emphasis**: The 5 themes of geography in order to develop a working knowledge of assigned regions.
- **Platforms**: MS Publisher & PowerPoint, Internet access, or similar software

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Geo Events

- **Purpose**: Students will enhance their knowledge of their world and follow current events
- **Method**: Class discussions, multimedia presentations and desktop publishing will assist in exploratory learning.
  - Students will utilize the Internet and traditional resources to complete this lesson.

Geo Events

Applicable Standards:

AZ Geography Standards:

3SS-P2. Analyze natural and human characteristics of places in the world studied to define regions, their relationships, and their pattern of change, with emphasis on:

PO 1. the interrelationships among natural and human processes that shape the geographic characteristics of regions, including connections among economic development, urbanization, population growth, and environmental change.

Geo Events

AZ Geography Standards Continued:

PO 2. applying the concept of region to organize the study of a geographic issue using multiple criteria

PO 3. ways, places, and regions studied reflect economic, physical, and cultural changes and how their relationships, roles and patterns may change as a result

PO 4. how the character and meaning of a place is related to its economic, social, and cultural characteristics and why different groups in society view places and regions differently

Geo Events

AZ Technology Education Standards

3T-P3. Use technology to publish and present information with interactive features

5T-P1. Develop a research strategy to find accurate, relevant, appropriate electronic sources

PO 4. Evaluate the appropriateness and effectiveness of electronic resources.

National Standards

National Standards:

The World in Spatial Terms

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

Places and Regions

The physical and human characteristics of places.

6. How culture and experience influence people's perceptions of places and regions.

Human Systems

13. How the forces of cooperation and conflict among people influence the division and control of earth's surface.

The Uses of Geography

17. How to apply geography to interpret the past
18. How to apply geography to interpret the present and plan for the future

Geo Events

Connection to the Curriculum:

- Geographical literacy regarding the five themes and how they relate to current events.
- Effective use of technology within the social studies/geography curriculum.
- Research skills are essential to all content areas and future job skills.

Geo Events

Grade Level: 9th – 12th grades

Time: Semester Project (18 weeks) [adjustable as needed for own time period]

Materials:

Current Events handout;

Internet access, with at least 5 computers;

Microsoft Power Point & Microsoft Publisher, or similar software.

Objectives

Students will be expected to:

- Track and present information about a specific region in the world on a bi-weekly basis;
- Presentations will be created using MS PowerPoint or MS Publisher to share gathered research with the class;
- Examine the physical features of an assigned region;
- Develop a working knowledge of the five themes of geography;
- Articulate how geography and current events are intertwined.

Procedures

1. Review the Five Themes of Geography
2. Each student will participate in a group which keeps track of and presents information about a specific region in the world on a bi-weekly (every two weeks) basis
3. Presentations will be created using PowerPoint or Publisher
4. Groups will consist of 2-3 people, each of whom will be expected to participate equally
5. Each group will be assigned a particular region of the world. The group will research and present information to the class on their area of the world once every two weeks.
6. Time will be given in class to work on the presentations (usually 1-1.5 days per week)

Geo Events' Resources

Assessment:

Grading Rubric

Resources:

Teacher Resource Links

Backflip Trackstar

Workshop Assignment

- The workshop will be divided into groups representing regions.
- Complete the "First Presentation" utilizing the web resources identified previously in this workshop.
- Each group will develop a presentation in Power Point and will be expected to share the group's findings with the workshop.

Extensions

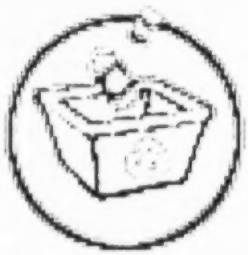
- Follow a news broadcast for a period of time to see how often the area under study is mentioned
- Tack "hits" on a classroom map

Video Feed via BBC

Extensions

- Use GeoEvents to follow the medal counts and other statistics of assigned nations during global sporting events such as:
  - The Olympics
  - The Goodwill Games
  - World Cup Soccer

Extensions



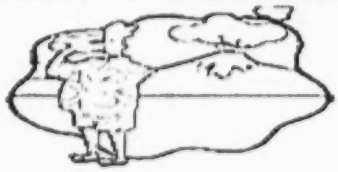
- Use GeoEvents to expose students to international coalitions/efforts to:
  - Stop terrorism;
  - Halt ethnic cleansing;
  - Preserve the environment;
  - Combat hunger and disease
- Groups could analyze their nation's stance on these issues

Extensions

- Students could investigate famous people within the nation/region that have impacted the area, including:
- political leaders;
- writers;
- artists;
- musicians;
- military leaders;
- philosophers and/or religious figures.

Extensions

- This approach can be extended to include a virtual vacation of the nation/region



- Students would choose sites of historical interest to visit, create a map and research pricing for airfare, accommodations and ground transport.

Geo Events

- **Overview**: Students will track and present information about specific regions in the world on a bi-weekly basis.
- **Emphasis**: On the 5 themes of geography to develop a working knowledge of assigned regions.

Geo Events

- **Purpose**:
  - Students will:
  - Enhance their knowledge of their world
  - Follow current events
  - Develop computer literacy
  - Further geographic literacy by utilizing the 5 themes of geography

Geo Events

Created by:

- Michael Turturice—*Intel Master Teacher*
- Stephen Rothkopf—*Teacher Consultant, AZ Geographic Alliance*

- **Grade Level**: 9th-12th grades
- **School**:

  McClintock H.S.
  Tempe Unified High School District
  500 W. Guadalupe Road
  Tempe, AZ 85283
  480.839.0292

World History/Geography with Mr. T

McClintock High School

Go Chargers!

Links:

- Central Intelligence Agency World Factbook
- British Broadcasting Company
- World Newspapers
- Currency Converter--Economics
- World Maps
- World Maps and Atlases
- World Regions
- Travel Links to Many Nations

Current Events Project

Follow the directions below to prepare for your presentations in class. Use the links on the left to find useful websites for your research.

- Each student will participate in a group which keeps track of and presents information about a specific region in the world on a bi-weekly (every two weeks) basis
- Presentations will be created using PowerPoint or Publisher
- Groups will consist of 2-3 people, each of whom will be expected to participate equally
- Each group will be assigned a particular area of the world. The group will research and present information to the class on their area of the world once every two weeks. Between presentations you will need to gather research and prepare your presentation. Time will be given in class to work on the presentations (usually 1-1.5 days per week)

Areas of Study:

1. North America:
- includes Canada and the United States
2. Central America:
- Mexico to Panama
3. South America:
- includes all nations on the continent

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4. Southwestern Pacific:
- includes Australia, New Zealand

5. Western Indian Ocean/Northwestern Pacific:
- includes Indonesia, Malayasia, the Philippines and New Guinea

6. United Kingdom:
- includes England, Ireland, Scotland, Wales

7. Europe:
- includes all nations on the continent

8. Russian Asia:
- includes Russia and the Russian Republics

9. India and Southeastern Asia:
- includes India, Afghanistan, Pakistan, Nepal, Burma, Bangladesh

10. Asia:
- China, Vietnam, North and South Korea, Laos, Cambodia, Thailand, Japan, Mongolia

11. Africa:
- includes all nations on the continent and Madagascar

12. Middle East:
- includes Israel, Saudi Arabia, Iran, Iraq, Gulf states and others

Current Event Research and Presentation Schedule
First Presentation:
Due Date: Friday, October 26, 2001
-Area Geography
-groups will create a PowerPoint presentation which educates the class about the following of their area:
-geographic features (rivers, mountains, deserts, oceans, seas, lakes)
-general climate
-major natural resources
-time zone(s)
-hemispheres the area is in
-total population of the area
-Summary of one major news story of the two weeks, between the dates of October 14 and October 25

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Second Presentation:
Due Date: Friday, November 9, 2001

-Political Geography
-groups will create a PowerPoint presentation which educates the class about the following of their area:
-major nations of the area
-major national capitals
-current national leader of major nations
-flags of the major nations
-national anthems (a sound clip, not the whole thing) of the major nations
-most powerful nation of the area
-membership in any international organizations (like the U.N. or NATO)
-Summary of one major news story of the two weeks, between the dates of October 27 and November 8

Third Presentation:
Due Date: Friday, November 30, 2001
-Social Geography
-groups will create a newsletter in Publisher which educates the class about the following of their area:
-language of the nations/area
-ethnicity of the major nations or area
-major religions of the area
-major social health problems of the area
-status of women and/or minorities within area
-life expectancy
-literacy rate
-Summary of one major news story of the two weeks, between the dates of November 9 and November 29

Fourth Presentation:
Due Date: Friday, December 14, 2001
-Economic Geography
-groups will create either a newsletter in Publisher or a PowerPoint which educates the class about:
-major industries
-current exchange rate in U.S. dollars
-type of currency
-percent of population employed
-major cities where industry occurs
-major tourist sites
-annual per capita income in U.S. dollars
-Summary of one major news story of the two weeks, between the dates of December 1 and December 14

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Presentation Requirements
PowerPoint:

Before you actually create the presentation, you must create a storyboard and have it approved by Mr. T

- Presentations should:
  1. use a font of at least 30
  2. have a minimum of 6 slides
  3. have appropriate graphics (graphics that relate to your topic)
  4. have a transition between slides
  5. have at least 3 animations but no more than 6
  6. have a page of links and resources to websites or other sources that helped you for the presentation
- All presentations should be saved to the appropriate spot on the server
- All presentations should have at least two sources

Publisher:

Before you actually create the presentation, you must create an outline and have it approved by Mr. T

- Publisher newsletters should:
  1. use a font of at least 12
  2. have at least 4 appropriate graphics but no more than 6
  3. have a catchy title
  4. have a table of contents
  5. have a list of links and resources to websites or other resources that helped you for the presentation
- All presentations should be saved to the appropriate spot on the server
- All presentations should have at least two sources

Major News Story Requirements:

- Each project presentation is required to have a major news story for the area/region
- Use the requirements below to guide your research:
  1. Article must be from a news website, a newspaper or newsmagazine
  2. Articles must be at least 4 paragraphs in length
  3. You must have a spot in your presentation for the major news story
  4. You must cite the source for the article
  5. You must give the date of the article in your presentation
  6. In your presentation you must summarize your news story orally

Points:

- This project is worth 75 points per presentation
- Each group will present on the date the presentation is due
- If your partner is gone, leaves school, is sick or lazy, you are still responsible for completing the assignment

Sources:

- Useful software will be available in class only to help you with research
- Use the links at left to guide your research

This Worksheet was created by Mike Turturice.

Click Here to Edit this Worksheet
This site was created by HPR*TEC Web Worksheet Wizard 3.0.

World History/Geography
Current Events Project

- Each student will participate in a group which keeps track of and presents information about a specific region in the world on a bi-weekly (every two weeks) basis
- Presentations will be created using PowerPoint or Publisher
- Groups will consist of 2-3 people, each of whom will be expected to participate equally
- Each group will be assigned a particular area of the world. The group will research and present information to the class on their area of the world once every two weeks. Between presentations you will need to gather research and prepare your presentation. Time will be given in class to work on the presentations (usually 1-1.5 days per week)
    - **The first phase of the project will take 2.5 weeks and after that, the two week time frame will begin**

Areas:

1. North America
    - includes Canada and the United States
2. Central America:
    - Mexico to Panama
3. South America
    - includes all nations on the continent
4. Southwestern Pacific
    - includes Australia, New Zealand
5. Western Indian Ocean/Northwestern Pacific
    - includes Indonesia, Malayasia, the Philippines and New Guinea
6. United Kingdom
    - includes England, Ireland, Scotland, Wales
7. Europe
    - includes all nations on the continent
8. Russian Asia
    - includes Russia and the Russian Republics
9. India and Southeastern Asia
    - includes India, Afghanistan, Pakistan, Nepal, Burma, Bangladesh
10. Asia
    - China, Vietnam, North and South Korea, Laos, Cambodia, Thailand, Japan, Mongolia
11. Africa
    - includes all nations on the continent and Madagascar
12. Middle East
    - includes Israel, Saudi Arabia, Iran, Iraq, Gulf states and others

Current Event Research and Presentation Schedule

First Presentation:

Due Date: Friday, October 26, 2001

-Location, Place and Regions

-groups will create a PowerPoint presentation which educates the class about the following of their area:

-geographic features (rivers, mountains, deserts, oceans, seas, lakes)
-general climate
-major natural resources
-time zone(s)
-hemispheres the area is in
-total population of the area

-Summary of one major news story of the two weeks, between the dates of October 14 and October 25

Second Presentation:

Due Date: Friday, November 9, 2001

-Location, Place and Regions

-groups will create a PowerPoint presentation which educates the class about the following of their area:

-major nations of the area (situational map)
-major national capitals
-current national leader of major nations
-flags of the major nations
-national anthems (a sound clip, not the whole thing) of the major nations
-most powerful nation of the area (what criteria did the group use to determine this)
-membership in any international organizations (like the U.N. or NATO)

-Summary of one major news story of the two weeks, between the dates of October 27 and November 8

Third Presentation:

Due Date: Friday, November 30, 2001

-Place, Movement and Regions

-groups will create a newsletter in Publisher which educates the class about the following of their area:

-language of the nations/area
-ethnicity of the major nations or area
-major religions of the area
-major social health problems of the area
-status of women and/or minorities within area
-life expectancy
-literacy rate

-Summary of one major news story of the two weeks, between the dates of November 9 and November 29

Fourth Presentation:

Due Date: Friday, December 14, 2001

-Location, Place, Movement, Human/Environment interactions, and Regions

-groups will create either a newsletter in Publisher or a PowerPoint which educates the class about:

-major industries
-current exchange rate in U.S. dollars
-type of currency
-percent of population employed
-major cities where industry occurs
-major tourist sites
-annual per capita income in U.S. dollars

-Summary of one major news story of the two weeks, between the dates of December 1 and December 14

Presentation Requirements

PowerPoint:

- Before you actually create the presentation, you must create a storyboard and have it approved by the instructor.
- Presentations should:
  1. use a font of at least 30
  2. have a minimum of 6 slides
  3. have appropriate graphics (graphics that relate to your topic)
  4. have a transition between slides
  5. have at least 3 animations but no more than 6
  6. have a page of links and resources to websites or other sources that helped you for the presentation
- All presentations should be saved to the appropriate spot on the server
- All presentations should have at least two sources

Publisher:

- Before you actually create the presentation, you must create an outline and have it approved by the instructor.
- Publisher newsletters should:
  - use a font of at least 12
  - have at least 4 appropriate graphics but no more than 6
  - have a catchy title
  - have a table of contents
  - have a list of links and resources to websites or other resources that helped you for the presentation
- All presentations should be saved to the appropriate spot on the server
- All presentations should have at least two sources

Major News Story Requirements:

- Each project presentation is required to have a major news story for the area/region
- Use the requirements below to guide your research:
  1. Article must be from a news website, a newspaper or newsmagazine
  2. Articles must be at least 4 paragraphs in length
  3. You must have a spot in your presentation for the major news story
  4. You must cite the source for the article
  5. You must give the date of the article in your presentation
  6. In your presentation you must summarize your news story **orally**

Points:

- This project is worth 75 points per presentation
- Each group will present on the date the presentation is due
- If your partner is gone, leaves school, is sick or lazy, you are still responsible for completing the assignment
- Key Internet links and software will be available to help you with research

Questions:

- See the instructor

Last Updated May 2002

GEO CURRENT EVENTS

Geo Current Events Introduction
National Standards
Essentials for this Lesson
Procedures
Extensions
Teacher Resource Links
Student Resource Links

Created by:
Michael W. Turturice - *Social Studies Teacher*
Stephen Rothkopf-- *Social Studies Teacher*

Grade Level:
9th through 12th grades

School:
McClintock H.S.
500 W. Guadalupe Road
Tempe, AZ 85283
480.839.0292

Overview:

- Students will track and present information about specific regions in the world on a bi-weekly basis.
- Emphasis is placed on the 5 themes of geography to develop a working knowledge of assigned regions.
- Students will use MS Publisher and MS Power Point to present to their classmates.

- Communication with collaborating students will be facilitated by the use of e-mail.
- Students will utilize video conferencing over the Internet to obtain information necessary to

complete assignments.

Purpose:
This activity allows students to enhance their knowledge of the geographical world around them, while following current events. Class discussions, multi media presentations, e-mail, video conferencing and desktop publishing will assist in exploratory learning. Students will utilize the Internet and other traditional resources to complete this lesson.

Geo Current Events Introduction | National Standards | Essentials for this Lesson | Procedures | Extensions | Teacher Resource Links | Student Resource Links

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NATIONAL STANDARDS

Geo Current Events Introduction
National Standards
Essentials for this Lesson
Procedures
Extensions
Teacher Resource Links
Student Resource Links

National Standards:

The World in Spatial Terms
1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
Places and Regions

The physical and human characteristics of places.
6. How culture and experience influence people's perceptions of places and regions.

Human Systems
13. How the forces of cooperation and conflict among people influence the division and control of earth's surface.

The Uses of Geography
17. How to apply geography to interpret the past
18. How to apply geography to interpret the present and plan for the future

Six regions have been developed as to have no more than 2-3 people in a group.

ESSENTIALS FOR THIS LESSON

Geo Current Events Introduction
National Standards
Essentials for this Lesson
Procedures
Extensions
Teacher Resource Links
Student Resource Links

Connection to the Curriculum:

- Geographical literacy regarding the five themes and how they relate to current events.
- Effective use of technology within the social studies/geography curriculum.
- Research skills are essential to all content areas, and future job skills.

This lesson is designed for either a High School World History class or a High School Geography Class.

Grade Level: 9th through 12th grades

Time: Semester Project (8 weeks)

Materials:

- Current Events handout
- Internet access, with at least 5 computers
- Microsoft Power Point & Microsoft Publisher.
- 5 Web Cams & Microphone-Headsets

Objectives:
Students will be expected to:

- track and present information about a specific region in the world on a bi-weekly.
- Presentations will be created using MS PowerPoint or MS Publisher to share gathered research with the class as a whole.
- Develop and be able to exchange information related to this

assignment with other students in different parts of the world via e-mail and, or video conferencing.
- Examine the physical features of an assigned region.
- Develop a working knowledge of the five themes of geography.
- Be able to articulate how geography and current events are intertwined.

Geo Current Events Introduction | National Standards | Essentials for this Lesson | Procedures | Extensions | Teacher Resource Links | Student Resource Links

Geo Current Events

Geo Current Events Introduction
National Standards
Essentials for this Lesson
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Student Resource Links

PROCEDURES

Procedures:

- Review the Five Themes of Geography with your class prior to starting this activity.
- Set up student e-mail accounts
- Set up IP video conferencing via NetMeeting or ivist.
- Each student will participate in a group which keeps track of and presents information about a specific region in the world on a bi-weekly (every two weeks) basis
- Presentations will be created using PowerPoint or Publisher
- Groups will consist of 2-3 people, each of whom will be expected to participate equally
- Each group will be assigned a particular region of the world. The group will research and present information to the class on their area of the world once every two weeks.
- Time will be given in class to work on the presentations (usually 1-1.5 days per week)

Assessment:

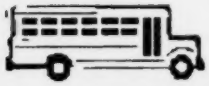
- As each teacher grades things differently I suggest creating your own rubric using the following on line resource:
- **Grading Rubric**

Resources:

See "Teacher Resource Links"

Geo Current Events Introduction | National Standards | Essentials for this Lesson | Procedures | Extensions | Teacher Resource Links | Student Resource Links

EXTENSIONS



Geo Current Events Introduction
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Teachers could assign students a news broadcast to watch over the course of a specific time period (e.g., 3 days, a week) to track the number of times their area of the world is mentioned and the topics discussed. Armed with this information, students could then tack the number of "hits" onto a wall-mounted world map, giving a snapshot of typical news coverage in the time period.

Teachers could extend Geo Current Events to coincide with world events such as the Olympics, the Goodwill Games or World Cup soccer and track team scores, sports figures, medal counts versus other nations in the region and/or world or any other element of the event.

Geo Current Events could be extended to include an assessment of the nation's stance regarding any number of international efforts to, for example, stop terrorism, halt ethnic cleansing, preserving the global environment, combating hunger and disease, etc.

Geo Current Events can also be extended to investigate famous historical personages within the nation/region that have impacted the area in the long-term, including political leaders, writers, artists, musicians, military leaders, philosophers and religious figures.

This approach can be extended to include a virtual vacation of the nation/region with students choosing sites of historical interest to visit, creating a map and even researching pricing for airfare, accommodations and ground transport.

Geo Current Events Introduction
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TEACHER RESOURCE LINKS

The following links should be used to implement this lesson plan.

Geo Current Events Assignment
This is the actual assignment that is given to students to complete this lesson.

Back Flip Account
Bookmarks to valuable geo-resources.

Ivisit Tutorial
Self advancing presentation designed to guide potential International schools through the process of setting up video conferencing over the Internet.

5-Themes of Geography Quiz
Use this quiz for formal assessment of students comprehension of the assignment just completed. This quiz can also be used as a self pace review of the 5-Themes in conjunction with any geography/history textbooks.

Grading Rubric
On line rubric maker that you can customize and print out. Make your rubric simple or complex based on your unique teaching style.

Cooperative Learning Resources
A complete web site dedicated to the successful integration of cooperative learning with the use of technology lesson plans.

The Jigsaw Classroom
Time proven technique used to organize cooperative learning projects. This technique seeks to bring students together in a positive and peer respective manner.

Geo Current Events Introduction
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Student Resource Links

STUDENT RESOURCE LINKS

The following links will assist students in completing this assignment. These links are provided as a supplement that are not intended to be only source of information used. Other web sites and traditional print items may also be used.

Five Theme Review
This review is provided courtesy of National Geographic.

Latitude and Longitude Review
Excellent resource to review or teach the concept of Latitude and Longitude

Distance Calculator
Once you have determined Latitude and Longitude of a given area this web site will calculate the relative distance to another location

National Geographic Map Machine
Use the Map Machine to determine population statistics, GDP per Capita, and state flag information for your assigned state

British Broadcasting Corporation
Excellent news source for tracking information by region. This site also contains several on line video and audio news programs.

Back Flip Account
Bookmarks to valuable geo-resources

E-Pals
Access student e-mail at gaggle.net

Geo Current Events
Grading Rubric
***This rubric is an example of the type used for the first assignment. Rubrics can also be customized and generated at http://rubistar.4teachers.org**

Date: _____

Students: _____

Geo Theme: _____

Geographic Topic: _____

Total Score: _____/75
A = 75-68; B = 67-60; C = 59-52; D = 51-44; F = 43-0

Rubric:

5 = Presentation has all the required elements, is well put together, shows evidence of research and attention to detail, has no spelling and/or grammatical errors
4 = Presentation has most all of the required elements, is organized and researched, has few spelling and/or grammatical errors
3 = Presentation has half the required elements, lacks organization and research, has some spelling and/or grammatical errors
2 = Presentation has less than half the required elements, is unorganized, lacks research or is plagiarized, has many spelling and/or grammatical errors
1 = Presentation has few or no of the required elements, is non-existent and/or completely copied, is rife with spelling and/or grammatical errors

Content (varies according to assignment):

- Geographic features: _____/5
- General climate: _____/5
- Major natural resources: _____/5
- Time zone(s): _____/5
- Hemispheres: _____/5
- Total Population: _____/5
    - **Total Score:** _____**/30**

Formatting:

- Font: _____/5
- Min. # of slides: _____/5
- Graphics: _____/5
- Transitions: _____/5
- Min. 3 animations: _____/5
- Sources: _____/5
    - **Total Score:** _____**/30**

Conventions:

- Spelling: _____/5
- Grammar: _____/5
- Organization: _____/5
    - **Total Score:** _____**/15**

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WHAT IS RUBISTAR?

RubiStar is a tool to help the teacher who wants to use **rubrics** but does not have the time to develop them from scratch. **Read more ... Go to the tutorial** (it includes information on changing categories, their headings and content)

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VIEW, EDIT, or ANALYZE SAVED RUBRIC

Enter your saved rubric's ID number:

[ ] View | Edit | Analyze results

Cannot remember your rubric's ID number, **click here to search for it.**

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Try these Rubrics en **Español**. More are on the way.
Try these Rubrics in **Nederlands**

ORAL PROJECTS	PRODUCTS	MULTIMEDIA
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Storytelling	Making A Map	Multimedia Project
Puppet Show	Making A Game	HyperStudio Design
Class Debate	Making A Poster	Storyboard - Multimedia

Oral Presentation

Video - Talk Show

Historical Role Play

Public Awareness Campaign

Making A Brochure

Collection or Display

Making A Newspaper

Digital Storytelling ***New!***

SCIENCE

Lab Report

Science Fair

Building A Bridge

RESEARCH & WRITING

Story Writing

Letter-Writing

Group Planning - Research Project

Research Report

6 + 1 Writing Model

WORK SKILLS

Collaborative Work Skills

MATH

Graphing

Problem Solving

ART

Analysis of a Work of Art

MUSIC

Instrumental Music Performance - Individual

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SITE INDEX

The Five Themes of Geography

The five themes were written in 1984 by the Joint Committee on Geographic Education of the National Council for Geographic Education (NCGE) and the Association of American Geographers (AAG). They are outlined in greater detail in the NCGE/AAG publication *Guidelines for Geographic Education, Elementary and Secondary Schools.*

THEME 1: LOCATION

Every point on Earth has a specific location that is determined by an imaginary grid of lines denoting latitude and longitude. Parallels of latitude measure distances north and south of the line called the Equator. Meridians of longitude measure distances east and west of the line called the Prime Meridian. Geographers use latitude and longitude to pinpoint a place's absolute, or exact, location.

To know the *absolute* location of a place is only part of the story. It is also important to know how that place is related to other places—in other words, to know that place's *relative* location. Relative location deals with the interaction that occurs between and among places. It refers to the many ways—by land, by water, even by technology—that places are connected.

Activity Ideas

Present the math terms "grid" and "coordinates" to the class. Explain that latitude and longitude lines are like an imaginary grid across the globe and that the coordinates on that grid tell us exactly where something is located.

Using latitude and longitude lines on a world map, have students locate the following:

- the highest mountain on our continent
- the capital cities of three foreign countries
- the national park nearest your town
- the mouths of three major rivers
- three major cities in the United States

Include examples in the Northern, Southern, Eastern, and Western Hemispheres.

Have students list four ways their hometown is connected to a nearby town or city that they have located on a map.

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Ask students to imagine that they can pick up their school building, just as if it were a toy block, and relocate it anywhere they choose. Discuss how their school lives would be different if their school were located farther north, south, east, or west. Have students list the advantages and disadvantages of each site. Then ask them to *analyze* their findings and write an essay supporting their *choice* of sites.

Have students bring in the international section of a daily newspaper and select two cities currently in the news to locate on a map. Assign teams of students to research and to present their findings on ways in which the two cities are connected. They might be linked, for example, by human-migration routes, weather patterns, economic concerns, communication systems, or transportation networks.

THEME 2: PLACE

All places have characteristics that give them meaning and character and distinguish them from other places on earth. Geographers describe places by their physical and human characteristics. Physical characteristics include such elements as animal life. Human characteristics of the landscape can be noted in architecture, patterns of livelihood, land use and ownership, town planning, and communication and transportation networks. Languages, as well as religious and political ideologies, help shape the character of a place. Studied together, the physical and human characteristics of places provide clues to help students understand the nature of places on the earth.

Activity Ideas

Give each student a folded piece of paper on which you have written the name of a place that is known and easily described by the students. Ask each student to write a description of the place without naming it, then exchange descriptions with another student. How many students can identify the place from its description alone? What makes one description easier or harder to guess than another?

Have students learn the words and sing "Home on the Range." Discuss how the song describes a particular place. What kind of place is it? What are its physical and human characteristics? What other songs do the students know that describe particular places?

Make a list of common phrases that include the word "place" (for example, "to put someone in her place," "a place for everything and everything in its place," "if I were in your place," "caught between a rock and a hard place"). Have students analyze how these phrases help define the word "place." Do the phrases imply physical and human characteristics? If so, how? Why are we comfortable in some places but not in others? Ask the students to describe literal and figurative places in which they have found themselves and to describe whether they have been comfortable or uncomfortable in such places.

Divide students into five groups. Have each group choose a country. Tell each group that they will be playing the role of United States ambassador to

that country. What kind of place is each country? What unique qualities must an ambassador possess in order to adequately represent the U.S. in that place? Have each "ambassador group" confront a natural disaster that could affect people in the place they are posted (for example, an earthquake, tornado, or flood). What physical characteristics of the country might influence the crisis? What human characteristics of the place might affect the group's ability to respond to the crisis?

Take the students for a walk around the neighborhood or school grounds and have them observe the physical and human characteristics of the place. What makes it different from other schools in the area? When you return to the classroom, make a list of all the physical and human characteristics that the students observed. Did all of the students observe the same characteristics? Did some students observe different characteristics? Had they ever made these observations before?

THEME 3: HUMAN/ENVIRONMENT INTERACTION

The environment means different things to different people, depending on their cultural backgrounds and technological resources. In studying human/environment interaction, geographers look at all the effects—positive and negative—that occur when people interact with their surroundings. Sometimes a human act, such as damming a river to prevent flooding or to provide irrigation, requires consideration of the potential consequences. The construction of Hoover Dam on the Colorado River, for example, changed the natural landscape, but it also created a reservoir that helps provide water and electric power for the arid Southwest. Studying the consequences of human/environment interaction helps people plan and manage the environment responsibly.

Activity Ideas

Have students list ways that people affect their environment every day (for example, driving cars, using water, disposing of garbage, smoking cigarettes). Make a second list of ways that people affect their environment through seasonal activities (for example, watering lawns, burning leaves, fishing and hunting). Make a comparison chart of the two lists and have students discuss which activities are more harmful or more helpful to their environment. Discuss the findings and have students suggest ways that people can change their behavior and improve their environment.

Take a field trip to the local library or title office. Collect representative photographs, both old and new, of your town or city, and photocopy them. Back in the classroom, compare all of the photographs, and have students articulate their observations of how places and people have changed over the years. Are there more buildings? Different kinds of buildings? What are the differences in kinds of transportation? Are there just as many trees in the older photographs as there are in the newer ones? Have students list ways in which the people of your town or city have changed their environment over the years.

Design a garden for your school grounds. What kind of vegetation–flowers?

trees? vegetables? fruits?–would grow in your area? How might the school grounds need to be altered before planting the garden? Is it possible that flowers or vegetables grew on this same land before the school was built? What is the natural vegetation in your area? How could you make sure the garden gets enough water and sunlight? What effects–positive or negative–would your garden have on the school environment?

Read aloud paragraphs or chapters from stories about people who struggle to survive in an unexplored environment (for example, *The Swiss Family Robinson*, *The Mosquito Coast*). Discuss ways in which the characters learn to adapt to their environment. How and where do they find food? clothing? shelter? How does their environment change as they begin to create a home for themselves? Compare ways in which they adapt successfully or unsuccessfully. Identify areas in the world where people must adapt to a harsh environment if they are to survive.

Invite a local weather forecaster to join your class to discuss climate conditions in your area over the last century. Are data available to indicate climatic changes? If so, what are the possible causes? Urbanization? Volcanic activity? Transportation systems? Is it warmer in the city or in the country during the summer months? Why? Have students study the ways in which farmlands can be changed into city landscapes.

THEME 4: MOVEMENT

People interact with other people, places, and things almost every day of their lives. They travel from one place to another; they communicate with each other; and they rely upon products, information, and ideas that come from beyond their immediate environment.

Students should be able to recognize where resources are located, who needs them, and how they are transported over the earth's surface. The theme of movement helps students understand how they themselves are connected with, and dependent upon, other regions, cultures, and people in the world.

Activity Ideas

Have students look under "Churches" in the phone book's yellow pages and make a list of the different religious groups represented there. Have students use an encyclopedia in the school library to research the origins of selected groups. Plot the origins of each group on a map of the world. What are some of the reasons that these religious groups moved to the United States? What are the historical, political, and cultural factors involved?

Make a list of 12 items in the classroom that have been manufactured in the United States, including items of clothing, pencils, books, etc. How many of the items in the classroom can students name that have been manufactured in another country? Choose several items (desks, light fixtures, articles of clothing) and discuss the raw materials needed to make them, the most likely place of production or manufacture, and the most likely form of transportation from the place of manufacture to the

classroom.

Discuss different ways that ideas travel from one place to another. (Examples might include music, literature, folk tales.) How do people react–personally, professionally, politically, technologically–when they are able to freely communicate with one another? In what ways are people prevented from experiencing the movement of ideas? (Examples might include censorship, geographic barriers, language barriers.) What happens when people are not able to communicate?

Explore and compare different types of movement. For example, compare the movement of blood and nutrients through the body with the movement of people and resources across bodies of land and water. What happens to the movement of blood when we stand on our heads? How does a person feel when food isn't moving properly through the digestive system? What happens to the movement of traffic in a city when traffic lights are broken? (Examples might include traffic jams, short tempers, etc.) Note that we use the word "congested" to refer to people with colds as well as locations with heavy traffic. How do ideas move? What would happen if goods, ideas, or people stopped moving?

Make a comparison chart of human-made transportation systems (cars, planes, communication systems, etc.) and natural movement systems (weather, erosion, tides, etc.) List the different "passengers" that are transported by the two different kinds of transportation systems (tangible goods like foodstuffs, intangibles like sound and light, ideas).

THEME 5: REGIONS

A basic unit of geographic study is the region, an area on the earth's surface that is defined by certain unifying characteristics. The unifying characteristics may be physical, human, or cultural. In addition to studying the unifying characteristics of a region, geographers study how a region changes over times. Using the theme of regions, geographers divide the world into manageable units for study.

Activity Ideas

Read part of the Brobdingnag section of Jonathan Swift's *Gulliver's Travels*, which is set in a fictional region where everything is enormous. Summarize the story for the students, and discuss the geographic characteristics of Brobdingnag that make it different from other regions in the story. Have students share the importance of other fictional regions in stories and books they are reading in English class. Discuss how regions play an important role in storytelling and in literary analysis. Have students make up a story, creating a fictional region defined by the characteristics of the landscape and the people.

Introduce students to physical regions on earth (grasslands, deserts, rain forests, mountains, polar regions). Assign groups of students to different regions. Have students list items that they would need to adapt to the environment when visiting their assigned regions. (Items might include

food, clothing, insect repellent, ice ax, etc.) How many of the items do they have to buy? What kinds of items do people who live in rain forest regions have in common with people who live in mountainous regions? What items are unique to one region? What items are manufactured in their region? What items are imported? What items are absolutely essential?

Have students use a city map to divide their town or city into regions (political, residential, recreational, ethnic, commercial, etc.). How many regions can they name? What are the unifying characteristics that make up the regions? Do students in the class live in different regions? Have students choose additional characteristics and divide the town or city into new regions. What are the overlapping characteristics? Into how many different regions can the students divide their town or city?

Have students use an almanac or atlas and an outline map of the United States to divide the United States into climatic regions. Assign groups of students to each region. How do people from different climatic regions dress? What different foods do they eat? Name some overlapping characteristics among the regions. Do the same exercise for language regions in Europe.

Have students trace the history of regions in the United States. What regions existed in 1700, 1750, 1800, 1850, 1900, and in 1950? Divide students into "century groups" (for example, 1700, 1800, etc.). Which regions in each century group still exist today? Why or why not? Have each group research why regional boundaries did or did not change and then present its findings to the other groups.

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Name: _____ Period: ____ Date: _____

5-Themes Quiz

Directions: Define the terms below as they relate to the 5-Themes of Geography. Include one example for each term or concept with your definition demonstrating your understanding. Your answers should be based on US geography. Examples should be original, and should not be facts covered in the "Scrambled Outline".

1. Exact Location -
    a. Example –
2. Relative Location –
    a. Example -
3. Place –
    a. Example -
4. Human Interaction with the Environment (Be sure to discuss change, and adaptation).
    a. Example –
5. Movement –
    a. Example –
6. Region –
    a. Example –

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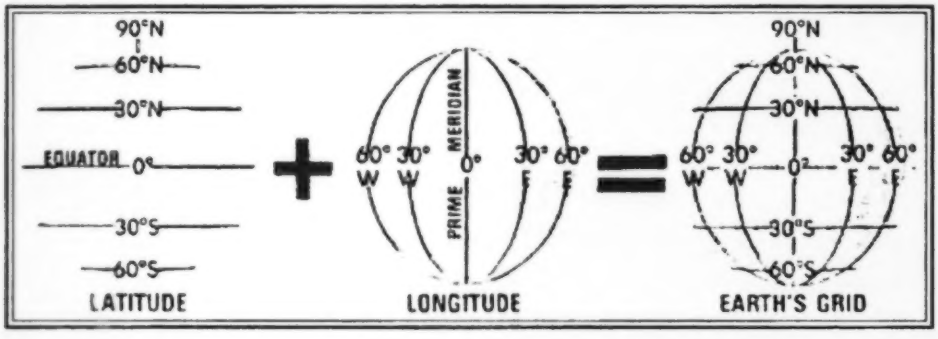
LATITUDE AND LONGITUDE



To find a place exactly, you need crossing lines that create an intersection. This is a grid system. One grid system is used by mapmakers all over the world. It helps you locate any place on Earth. It is known as the latitude and longitude grid

Latitude

Halfway between the North Pole and the South Pole is an imaginary line, the **equator**. The equator goes around the middle of Earth like a belt. It divides our planet into the Northern Hemisphere and the Southern Hemisphere.
The equator is a line of **latitude**. The other lines of latitude are north and south of the equator. They are parallel to the equator. Parallel lines run in the same direction and

Parallels measure distance north or south of the equator. This distance is measured in **degrees**. Earth, as a circle, is divided into 360 degrees (360°).
We measure latitude starting at the equator. Its address is zero degrees latitude, or 0° latitude. The distance from the equator to the North Pole is 1/4 of the distance around the Earth. So the North Pole is at 90 degrees

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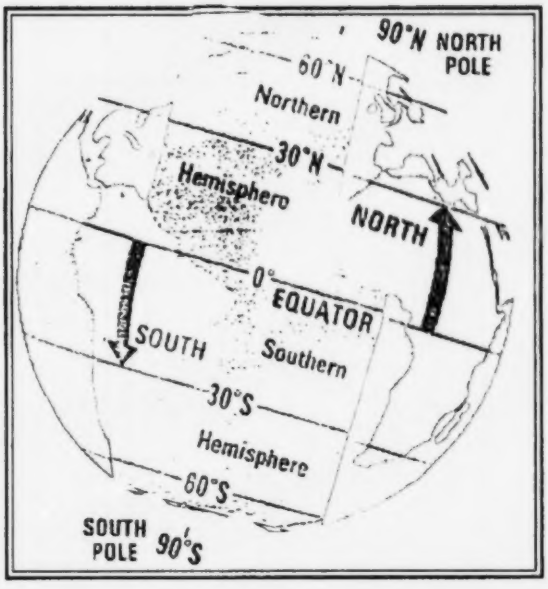
are an equal distance apart at all points. They never meet. Thus, lines of latitude are also called **parallels**. They run east-west around the globe.

north latitude. The distance from the equator to the South Pole is also 1/4 of the distance around the Earth. What is the latitude of the South Pole?



You can measure your latitude by using the night sky. In the Northern Hemisphere, find the North Star, Polaris. Extend one arm toward the star. Extend your other are toward the horizon. The **horizon** is the point where the sky and land seem to meet in the distance. Use a protractor to measure the number of degrees between your outstretched arms. If the angle is 40 degrees, you are locate 40° north. At the equator, Polaris appears right at the horizon. You are at 0° latitude. What latitude do you find if you try this? How close is this to an accurate figure found in an atlas?

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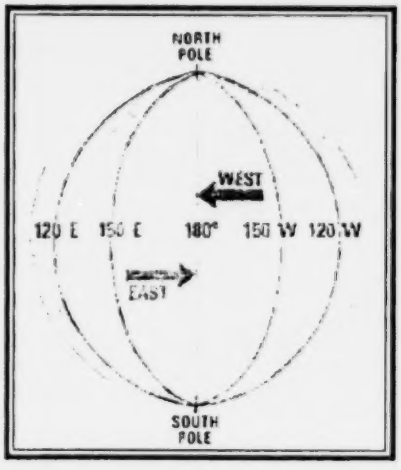
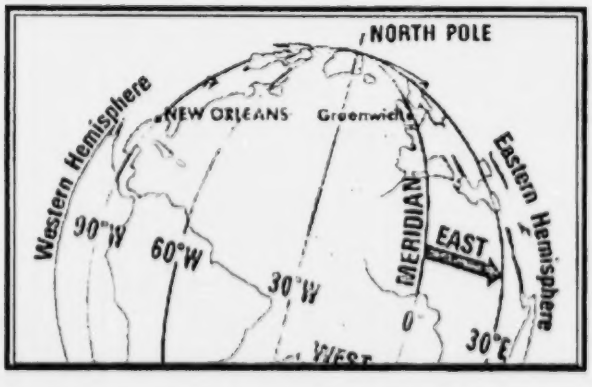
Longitude

Another set of imaginary lines helps us measure distance east and west. These are lines of **longitude**. Each line of longitude runs from the North Pole to the South Pole. These lines are also called **meridians**.
Each meridian travels halfway around the Earth. Along its imaginary journey it crosses each line of latitude once. These intersections mark an exact location for any point on Earth.
Longitude lines are measured in degrees, just as latitude. However, there is no natural starting or stopping point for east and west. So mapmakers need a place to begin. They call that line of longitude the **prime meridian**. Its address is zero degrees longitude, or 0° longitude.
From the prime meridian, you can travel west halfway around the Earth to the 180° east longitude line. At the 180° line, east meets west: 180° E and 180° W are the same line!





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Look at the globe to the left. Notice that the lines of longitude do not stay the same distance from each other. Meridians are the farthest apart at the equator. They are closer together at the poles.
In fact, one

degree east-west is 69 miles at the equator. At the poles there is no distance between each degree line. They all meet at the same spot!

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To return to the Geography Corner page.

If you have any comments or problems regarding this site, please send email to *webmaster@hammondmap.com*

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Latitude/Longitude Distance Calculation

This query will determine the distance between two points on the earth given their latitudes and longitudes.

Valid input formats are at the bottom of this page.

Source
Latitude : Longitude:

Destination
Latitude : Longitude:

Units for results statute miles Send Query Clear Query

Questions or comments should be directed to Chris.Michels@nau.edu. My home page is here.

I got the formula for this calculation from the math forum at Drexel University. If your are interested in the math behind this calculation then you can read their explanation here.

Here is a page showing the important sections of the code that performs this calculation.

If you are looking for a way to determine your latitude and longitude go to the find location page.

Valid formats for Latitudes and Longitudes are:

option 1: **dddmmssD** or **ddd mm'ss" D**

where ddd = 1-3 digits for degrees, mm = 2 digits for minutes, ss = 2 digits for seconds and D = N,S,E, or W. The seconds and special characters (spaces, apostrophes, quotes) are all optional in this format. This leads to quite a large number of possible valid formats.

option 2: **ddd.ffffD**

where ddd = 0-3 digits, ffff = 0-10 digits and D = N,S,E, or W. This format represents a decimal number of degrees. If the number of degrees is a whole number, the decimal point is optional.

option3: **ddd mm.ffff'D**

where ddd = 0-3 digits for degrees, mm = 2 digits for minutes, ffff = 0-10 digits for decimal portion of minutes and D = N,S,E, or W. This format represents degrees and a decimal number of minutes.

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